

## DOCUMENT RESUME

ED 132 689

EA 008 975

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TITLE An Evaluation of the Community Education Program of Metropolitan Public Schools of Nashville-Davidson County, 1975-76. Report.  
INSTITUTION Nashville - Davidson County Metropolitan Public Schools, Tenn.  
PUB DATE Aug 76  
NOTE 92p.; Photos may not reproduce clearly ; Report prepared by Department of Research and Evaluation, Metropolitan Public Schools, Nashville, Tenn  
EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.  
DESCRIPTORS Administrative Personnel; Community Education; Community Involvement; Community Organizations; \*Community Schools; Educational Programs; Elementary Secondary Education; Participant Satisfaction; \*Program Evaluation; \*Questionnaires; \*School Community Programs; School Community Relationship  
IDENTIFIERS \*Nashville Davidson County Tennessee Schools

## ABSTRACT

The results of the evaluation of the community education program of the Nashville-Davidson County (Tennessee) Metropolitan Public Schools are contained in this volume. Evaluation questionnaires were sent to participants in all seven Nashville-Davidson County community schools, as well as to school administrators and to community organizations using community school facilities. Although only 32 percent of the participants contacted responded to the questionnaire (most of these from one school), the evaluators conclude that this sample is representative of all community education participants. The percentages of response from administrators and community agencies were higher. Generally, the respondents gave the community education program high ratings. Four-fifths of the surveyed program participants said they planned to take part in other community education activities. A majority of the administrators believe that the program has improved school-community relations. (DS)

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# **An Evaluation of the Community Education Program Public Schools of Metropolitan Nashville-Davidson County, 1975**

2 EA 008 975

**Department of Research and Evaluation  
Metropolitan Public Schools**



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# **An Evaluation of the Community Education Program, Schools of Metropolitan Davidson County, 1975-76**

**Department of Research and Evaluation  
Metropolitan Public Schools**



An Evaluation  
of the  
Community Education Program  
of  
Metropolitan Public Schools  
of  
Nashville-Davidson County

report prepared by  
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Department of Research and Evaluation  
Dr. Ed Binkley, Director

August, 1976

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### ACKNOWLEDGEMENTS

Special thanks to:

The secretaries of the Department of Research and Evaluation for their typing and editorial assistance: Sarah Chamberlain, Jean Farris and Virginia Porter.

The secretaries of the Community Education Program for their assistance in data collection: Patricia Jones and Sarah Travis.

Paul Osborne for his assistance in cover design and overall layout.



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## COMMUNITY EDUCATION EVALUATION REPORT

### Introduction

#### History

The Community Education Program was initiated in the Metropolitan Nashville Public Schools under the federally funded Emergency School Assistance Program (ESAP) during the school year 1970-71. Originally, five Community Education Centers were set up at Highland Heights Junior High School, McGavock Comprehensive High School, McMurray Junior High School, Warner Elementary School, and West End Junior High School. Subsequently, in 1972 two schools were added: East Senior High School and North High School.

During the year 1972-73 the Community Education Program became totally funded by local monies. Two years later, in 1974, the West End Community Education Center was closed and the Pearl High School Community Education Center was opened.

During 1975-76, seven Centers were in operation: East, Highland Heights, McGavock, McMurray, North, Pearl, and Warner.

#### Community Education: An Overview

Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement.

Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people in a community. Although communities vary greatly, some being richer than others, all have tremendous human and physical resources that can be identified and mobilized to obtain workable solutions to problems. Inherent in the community education philosophy is the belief that each community education program should reflect the needs of its particular community. This philosophy advocates a process which produces essential modifications as times and problems change.

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Community education provides an opportunity for people to work together to achieve community and self-improvement. As citizens become involved in the decision-making process, a climate of mutual respect, acceptance, and understanding of differences often develops which can result in improved community-school relationships. Through cooperation and communication, the schools become community schools which are operated in partnership with civic, business and lay leaders, as well as community, state, and federal agencies and organizations. These community schools offer lifelong learning and enrichment opportunities in education, recreation, social and related cultural services with the programs and activities coordinated and developed for citizens of all ages, ethnic backgrounds and socio-economic groups.

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Community schools are open the entire year, 18 hours a day or longer, if necessary. They become a place where people of all ages gather to learn, to enjoy themselves and to be involved in community problem solving efforts. Although activities and programs are provided through school facilities, they are not limited to the school building itself because the school extends itself into the community. Agencies, factories, businesses, and the surrounding environment become part of the learning laboratory.

#### Goals of Community Education

The community education philosophy stresses developing and strengthening the vital relationship, mutual dependence and fundamental linkage between the home, school and community in all phases of human growth and community improvement. By utilizing the total community environment, the community becomes a living-learning laboratory for students and adults. Tax dollars as well as private funds are used more effectively and much duplication of services is eliminated.

The following categories of goals have been summarized in a national study for community education goal development:\*

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\* Paul DeLargy, CEGA 1: Community Education Goals Ascertainment (Midland, Michigan: Pendell Publishing Co., 1974).

1. Make maximum use of community resources to provide a comprehensive educational program for the entire community.
2. Establish coordination and cooperation among individuals, groups and organizations to avoid unnecessary duplication.
3. Develop a program or process for identifying existing and future individual and community needs and wants; and marshal community resources capable of effecting appropriate change.
4. Encourage citizen involvement and participation in public school and community affairs.
5. Provide and develop increased opportunities for lay and professional people to assume leadership roles.
6. Provide and promote alternative activities which could combat vandalism juvenile delinquency, crime and other school-community problems.
7. Promote social interaction and improved human relationships among people with differing cultural backgrounds.
8. Offer supplementary and alternative educational opportunities for adult and children to extend their skills and interests.
9. Provide health programs to improve the extent and availability of community health services.
10. Provide or develop employment and vocational opportunities for meeting the individual's and the community's employment needs.
11. Provide or assist residents in securing needed social services from an appropriate agency.
12. Offer programs designed to increase understanding of political procedure processes and issues.



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Provide or develop employment and vocational opportunities for meeting the individual's and the community's employment needs.

Provide or assist residents in securing needed social services from an appropriate agency.

Offer programs designed to increase understanding of political procedures, processes and issues.

13. Provide, develop or use available community resources to meet the people's recreational and leisure time interests.
14. Encourage processes and programs for community development and environmental improvement.
15. Provide activities relating to cultural enrichment and domestic arts and sciences.
16. Develop means of assessing and evaluating the extent to which the goals of community education are being met by the program and processes.

### Rationale for Community Schools

There is a great deal of evidence to suggest that education plays a prominent role in the economic development of a community. People are an important part of the wealth of nations. An investment in human resources (and education is just such an investment) will be returned manifold in economic dividends to the community. Proponents of community education contend that it makes little sense for a school district to close down a large part of its investment early each day and leave the tools of production idle for nearly two-thirds of each producing weekday. A commercial enterprise operating on the same principle would soon go bankrupt.

Educators have always maintained that through education man can become master of his own destiny. Community Schools provide the means for a continuing education that is often denied community residents. It is reasoned that community

education can be a means of relieving poverty, ignorance, hatred and prejudice, indifference and alienation and help foster compassion, understanding, and social responsibility among persons in the community.

A Community School is an involved school. It is not only involved with the community, but encourages the community to become involved with it. The Community School views education and the community as a single entity where the educational establishment does not remain aloof from the everyday problems and activities of the community. This principle recognizes that people in a democratic society have a right to have a strong voice concerning the educational process in their community.

6

Accountability for education must be placed at various levels in a democratic society. The family, the community, the schools, and various other institutions all have a bearing upon the education of persons whose lives they touch. Hence the schools cannot abdicate their responsibility as an organization whose primary function is education. Unless it meets these ends it has no right to continue to exist. Advocates maintain that Community Schools squarely face the issue that they are accountable to the entire community for providing quality education for all the residents.

The Metropolitan Board of Education went on record in 1970 as supporting

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The Metropolitan Board of Education went on record in 1970 as supporting a

philosophy of education that included the concept of Community Education:

"The Board of Education accepts, as policy, the philosophy of Community Education. We see education as a continuous process throughout life and support the position that Metropolitan Schools shall cooperate with other community agencies in providing health, educational, cultural, and recreational opportunities for all residents of Davidson County regardless of age. The school in this setting becomes a force for community service and improvement, and the educational aspirations the community seeks for children are available to all citizens."

#### The Seven Community Schools

The locations of the seven Community Education Centers and the programs offered at each one are as varied as the Metropolitan Nashville area itself. While McGavock High School and McMurray Junior High School are located in suburban areas of Davidson County, East High School, Highland Heights Junior High School, North High School, Pearl High School, and Warner Elementary School are all located within the old city limits of Nashville.

The socio-economic area in which the school is located not only helps determine the type of classes and activities offered, but also determines whether or not fees (ranging from \$15 to \$25 per course) can be charged.

While fees are charged for most of the activities at McGavock and McMurray the proportion of these self-supporting courses diminishes considerably in the other Community Schools located in lower socio-economic areas.

8 A comprehensive high school like McGavock High School in the Donelson area of southeast Metropolitan Nashville has several advantages in recruiting participants: an exceptional facility provides opportunities for courses which would be unfeasible at other locations; the pleasant and comfortable physical plant is more inviting to participants; the natural publicity in the metropolitan area afforded to such a modern structure is such that the entire comprehensive program is kept in the public eye; and so on.

The Community Education personnel in schools located in lower socio-economic areas often have to spend more of their time recruiting, while personnel in the suburbs have less trouble recruiting but spend a considerable amount of their time administering a complex program that is requested by constituents.

Each Community School has aspects that are unique to itself alone. To mention a few: East has an Adult Community Band and an Adult Community Chorus. At Highland Heights the "Vista" Program is a continuing project to help neighborhood residents deal with everyday problems and special problems.

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such as obtaining a social security number or a birth certificate. At McGavock, college credit may be obtained by attending extension classes from Volunteer State Community College at Gallatin, Tennessee. McMurray is the home court for the Music City Wheelers, a championship winning basketball team comprised of wheelchair-confined men. The North High School Community Education Center cooperates with the Metropolitan Board of Parks in a continuing community recreation program. The program at Pearl cooperates in numerous projects with agencies in its community such as Fisk University, Meharry Medical College, and the Metropolitan Development and Housing Authority which operates several low-income housing projects in the neighborhood. The Community Education Program at Warner School is the only program housed in an elementary school (K-4). The Foster Grandparents Program at Warner is conducted in cooperation with the Senior Citizens Program. Twenty-eight senior citizens have "adopted" neighborhood children and serve as friends, tutors, counselors, etc.



## Evaluation Procedures

The evaluation design for the Community Education Program consisted of administering three "paper and pencil" surveys to populations involved with the Community Schools. Thus, data were collected from three sources:

1. Survey of Community Education Participants
2. Survey of Metropolitan Public Schools Administrators
3. Survey of Community Agencies Using Community Education Facilities

Since the surveys were conducted in late Spring, school mail delivery U. S. Mail were used to deliver the surveys.

The number of questionnaires sent to participants from each Community School were as follows:

East:	172	(17% of 995)
Highland Heights:	77	( 8%)
McGavock:	355	(36%)
McMurray	188	(19%)
North	75	( 8%)
Pearl	64	( 6%)
Warner	<u>64</u>	<u>( 6%)</u>
Total Sent	995	(100%)

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A total of 317 (32%) of the participants returned their completed questionnaires.

Thirty-three administrators (Assistant Superintendents, District Superintendents, Principals of Community Schools, Members of Executive Cabinet, etc.) were sent survey forms, of which 24 (73%) were returned.

Officials of 79 community agencies were sent questionnaires. Twenty-six surveys (33%) were returned.

## Results From the Evaluation Instruments

### Participant Survey, Multiple Choice Items

Rate of Return: 315 returned of 995 sent = 32%

1. Age Range	a. 9 or below	7	(2)
	b. 10 - 19	30	(9)
	c. 20 - 29	83	(26)
	d. 30 - 39	66	(21)
	e. 40 - 49	75	(24)
	f. 50 - 59	37	(12)
	g. 60 or above	19	(6)
2. Sex	a. Female	201	(63)
	b. Male	116	(37)
3. Race	a. Black	43	(14)
	b. White	267	(84)
	c. Other	3	(1)
	d. Not marked	4	(1)
4. Community School	a. East	46	(15)
	b. McGavock	156	(49)
	c. McMurray	62	(20)
	d. North	11	(4)
	e. Pearl	13	(4)
	f. Warner	21	(7)
	g. Highland Heights	6	(2)
	h. Not marked	2	(1)

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Community School	a. East	46 (15%)
	b. McGavock	156 (49%)
	c. McMurray	62 (20%)
	d. North	11 ( 3%)
	e. Pearl	13 ( 4%)
	f. Warner	21 ( 7%)
	g. Highland Heights	6 ( 2%)
	h. Not marked	2 ( 1%)

5. In which of the following groups would you place your Community School Class (please choose the one most appropriate category)?
- |   |          |
|---|----------|
| a. <u>Academic</u> : A "classroom-type" learning situation in which the main concern is the acquiring of knowledge.                                     | 87 (27%) |
| b. <u>Cultural</u> : A learning situation primarily involved in training and refining of the mind, manners, taste, appreciation, etc.                   | 55 (17%) |
| c. <u>Recreational</u> : An activity designed primarily for refreshment in body or mind, as after work, by some form of play, amusement, or relaxation. | 89 (27%) |
| d. <u>Vocational</u> : A learning situation designed to train a person for a trade, profession or occupation.   | 95 (29%) |

6. Where did you first hear about the Community Education Program?
- |                           |           |
|---------------------------|-----------|
| a. Friend                 | 103 (31%) |
| b. Radio                  | 10 ( 3%)  |
| c. T. V.                  | 10 ( 3%)  |
| d. Newspaper              | 74 (23%)  |
| e. School official        | 58 (18%)  |
| f. Own children in school | 38 (12%)  |
| g. Other (please specify) | 34 (10%)  |

7. Do you plan to take part in other Community Education activities in the future?
- |               |           |
|---------------|-----------|
| a. Yes        | 258 (81%) |
| b. No         | 17 ( 5%)  |
| c. Uncertain  | 4 ( 1%)   |
| d. Not marked | 38 (12%)  |

8-11. See open-ended responses.

12. Are you a member of the Community Education Advisory Council?
- |               |           |
|---------------|-----------|
| a. Yes        | 4 ( 1%)   |
| b. No         | 287 (91%) |
| c. Not marked | 26 ( 8%)  |

Participant Survey, Open-Ended Items

7. Do you plan to take part in other Community Education activities in the future?

\_\_\_\_\_ a. Yes

\_\_\_\_\_ b. No

If no, please state why:

Haven't the time at present	5
Leaving city in near future	4
Not interested in anything offered	4
Completed subject of interest	1
Attending Nashville Tech at present time	1
Attending U. T. Nashville this year	1
School nearest to home does not offer any subject of interest	1

8. What courses or activities would you like to have offered that are not now offered?

Types of activities requested:

Hobbies	85
Recreational activities, including sports	40
Academic courses	32
Vocational training courses	22
Cultural activities	8
Personal improvement activities	6

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Cultural activities	8
Personal improvement activities	6



9. In your opinion, what is the one best thing about the Community Education Program?

Responses appearing more than once:

Individual attention - small class - excellent teachers - opportunity to meet people - participate in activities - further education - get better job - low tuition, close to home - great variety of courses - learning and being part of a group - convenient hours - informal atmosphere - opportunity to improve knowledge - skill and appreciation of subjects through the teaching of a professional instructor - all ages - education while still holding jobs - classroom learning environment - keeps minds active and creative - extends education or makes up for lack of - uses the school building for another purpose - part of the community - provides second chance for an education - serves large number of people - community fellowship - prepare unskilled people for jobs - interaction between school and community - involvement of the entire family and community - keeps children off streets - program for children while grownup is learning - helps young people broaden perspectives - supervised after school activities for children - dedication - interest and cooperation of the instructors - fine program

Responses appearing once:

Prepared me for a flight exam - student allowed to decide what aspects of the training he wants - being able to get into the school gyms after school and on weekends - provides recreation and social contacts for those who could not afford them otherwise - learning new ideas and up-to-date knowledge - learning the methods of Real Estate - courses that are not offered at school

10. In your opinion, what is the greatest weakness about the Community Education Program?

Responses appearing more than once:

Not enough publicity to make people aware of possibilities - need more participants - need to especially appeal to the 20 to 35 year group - encourage more - lack of communication - not enough people with sufficient interest - lack of finance - need more funds for weight machine in athletic department - training and teaching aides, written materials, and other equipment - lack of supervision - evaluate the teachers more carefully - teachers not interested - not enough individual instruction - disorganized - lack of classroom teaching - teacher should be more involved in class period, demonstrate - need qualified teachers for sewing, etc., also pottery - some are late or do not show at all on occasion - too large classes limits instruction and materials, especially for upholstery classes and pottery - facilities for some courses at some locations are inadequate - no day classes offered - classes should be offered all year long including summer - times and dates classes are offered are often inconvenient - some of the activities or classes begin too late in day - more quality programs for more interest - need more courses - some courses are not offered every semester - receive no college credits for courses taken - hours of registration hard to work into work schedule - class canceled when not enough participate - some courses fill up soon and many disappointed, course offered too far away, need closer school - courses too short - courses should be available in all parts of the system - lack of variety of courses at our school - more supervision over the program - not enough time to learn subject - not enough people support it - need more recreational facilities - schools too far apart - not enough people can attend - not enough time in class or number of days - some of the activities or classes begin too late in day - classes too long - need classes oftener than one per week and for shorter class period, twice a week - students abuse tools and misplace in day time - can't find them or materials for night class - teacher does

In your opinion, what is the greatest weakness about the Community Education Program?

Responses appearing more than once:

Not enough publicity to make people aware of possibilities - need more participants - need to especially appeal to the 20 to 35 year group - encourage more - lack of communication - not enough people with sufficient interest - lack of finance - need more funds for weight machine in athletic department - training and teaching aides, written materials, and other equipment - lack of supervision - evaluate the teachers more carefully - teachers not interested - not enough individual instruction - disorganized - lack of classroom teaching - teacher should be more involved in class period, demonstrate - need qualified teachers for sewing, etc., also pottery - some are late or do not show at all on occasion - too large classes, limits instruction and materials, especially for upholstery classes and pottery - facilities for some courses at some locations are inadequate - no day classes offered - classes should be offered all year long including summer - times and dates classes are offered are often inconvenient - some of the activities or classes begin too late in day - more quality programs for more interest - need more courses - some courses are not offered every semester - receive no college credits for courses taken - hours of registration hard to work into work schedule - class canceled when not enough participate - some courses fill up soon and many disappointed, course offered too far away, need closer school - courses too short - courses should be available in all parts of the system - lack of variety of courses at our school - more supervision over the program - not enough time to learn subject - not enough people support it - need more recreational facilities - schools too far apart - not enough people can attend - not enough time in class or number of days - some of the activities or classes begin too late in day - classes too long - need classes oftener than one per week and for shorter class period, twice a week - students abuse tools and misplace in day time - can't find them or materials for night class - teacher does

not go in-depth enough into subject, partly due to time limit of class (example, auto mechanics) - should not combine I and II parts of class - not enough individual help so that the beginner has a chance - poor attendance causes lack of interest on part of participants - screen students for better placement, lose interest and drop out causing poor attendance

Responses appearing once:

Need to insure safety of furniture used in upholstery class, things were stolen and destroyed last time - transportation needed to far away locations, have no way - have no baby sitting facilities - costs too much to offer this program - disapprove of this survey - need more recreational facilities - more volunteer workers with emphasis on religious education - limited staff for building and parking at time of class - time limit for small children so not to interfere with adults - need more centers like McGavock - support at top level - treat all alike in class - need more qualified teachers, more teachers so can have more students

11. If you could improve the program by making one change, what would it be?

Responses appearing more than once:

Would correct the equipment situation - provide materials at registration time - have better equipment such as visual aids - provide proper supplies and equipment - add a weight machine to the athletic department - provide some accredited courses - would provide "advanced courses" (follow-up) in own community where first course was given - have to go too far with no way to get there - rotation of courses from school to school - use more planning in the classroom lessons so each student may achieve a better knowledge - ample size room for type of class to be held there - would offer more classes at more schools - would have more classes for children - would lower the age level to 10 years - would expand the program - would have better organization of schedules and courses - would have the Community Education

Advisory Council review and approve all curriculum materials and class schedules - would offer more courses in some areas where limited now - would be sure that beginners, for example sewing, are with all beginners so they might receive ample instruction extend courses to a higher level of accomplishment that would lead to a certificate of merit on completion or give credits for completion for high school - would make more trade skill classes available - enlarge program - would have more activities available for a wider variety of people - have year-around classes - more variety of courses taught at local schools - would have classes every night of the week at all locations - give a better description of the course being offered - have more work experience in auto mechanics - more classes in tennis and gymnastics - would schedule more classes of the popular classes that fill up so quickly that one can never get in the class - have more activities and recreational centers - more teaching centers; if not enough people in class at the school one desires, often this class is moved to consolidate with another class; have had to drop the class because it was moved to an area cannot attend - add more craft-oriented courses - would have special programs for elementary school people year around - have more supervision - more advanced classes - would provide equal programs at all schools instead of overload at McGavock - would make a survey as to what courses should be offered

- meet more nights - give some weekend classes - more sections of same course offered different times of day so entire family can participate (like tennis) - need some courses offered in day time
- classes too early - have program last longer - hold class at least two nights per week - hold classes longer (or go oftener), 1 1/2 hours too short of time - schedule courses year around - schedule early classes - shorten the class period per session - when rescheduling classes, do not change from a Monday to a Tuesday; prevents many from attending (days go in a series) - meet twice a week - start fall session earlier - better organization so class period starts on time - change class time to 6 to 9 - make a survey as to time convenient - classes given later time in day - two classes on one night

Advisory Council review and approve all curriculum materials and class schedules - would offer more courses in some areas where limited now - would be sure that beginners, for example sewing, are with all beginners so they might receive ample instruction - extend courses to a higher level of accomplishment that would lead to a certificate of merit on completion or give credits for completion for high school - would make more trade skill classes available - enlarge program - would have more activities available for a wider variety of people - have year-around classes - more variety of courses taught at local schools - would have classes every night of the week at all locations - give a better description of the course being offered - have more work experience in auto mechanics - more classes in tennis and gymnastics - would schedule more classes of the popular classes that fill up so quickly that one can never get in the class - have more activities and recreational centers - more teaching centers; if not enough people in class at the school one desires, often this class is moved to consolidate with another class; have had to drop the class because it was moved to an area cannot attend - add more craft-oriented courses - would have special programs for elementary school people year around - have more supervision - more advanced classes - would provide equal programs at all schools instead of overload at McGavock - would make a survey as to what courses should be offered - meet more nights - give some weekend classes - more sections of same course offered different times of day so entire family can participate (like tennis) - need some courses offered in day time - classes too early - have program last longer - hold class at least two nights per week - hold classes longer (or go oftener), 11 weeks too short of time - schedule courses year around - schedule earlier classes - shorten the class period per session - when rescheduling classes, do not change from a Monday to a Tuesday; prevents many from attending (days go in a series) - meet twice a week - start fall session earlier - better organization so class period starts on time - change class time to 6 to 9 - make a survey as to time convenient - classes given later time in day - two classes on one night

Responses appearing once:

Provide free snacks for breaks - put a community school in West Nashville - have the programs closer to the Green Hills area - provide baby sitting service - provide a place to lock up materials and furniture for upholstery classes and other classes of that kind - make the coordinator responsible to principal and area supervisor - start a bus to pick up and take home

19



# School Administrators Survey, Multiple Choice Items

Rate of Return: 24 returned of 33 sent = 73%

- |  |  |    |      |
|--|--|----|------|
| 1. Please check your position:   | a. District Superintendent   | 2  | (8)  |
|  | b. District Director of Secondary (Elementary) Education                       | 4  | (17) |
|  | c. Principal of school housing a Community Education Program                   | 6  | (25) |
|  | d. Coordinator of a Community Education Program                                | 6  | (25) |
|  | e. Administrative Cabinet  | 6  | (25) |
| 2. How do you view the Community Education Program in your school (District, if "a" or "b" in item 1 above)? | a. An integral and essential part of the educational program                   | 11 | (46) |
|  | b. An asset to the overall program but not essential                           | 11 | (46) |
|  | c. An aspect of the educational program that would not be missed if eliminated | -  | -    |
|  | d. The overall educational program would be improved with its elimination      | -  | -    |
|  | e. Does not apply  | 2  | (8)  |
| 3. Do you feel that the Community Education Program has a good public relations impact with the community?   | a. Strongly agree  | 16 | (67) |
|  | b. Agree   | 7  | (29) |
|  | c. Not sure  | 1  | (4)  |
|  | d. Disagree  | -  | -    |
|  | e. Strongly disagree   | -  | -    |
| 4. Do you think the Community Education Program should be expanded within your school (District)?            | a. Yes   | 22 | (92) |
|  | b. No  | 1  | (4)  |
|  | c. Does not apply  | 1  | (4)  |



# School Administrators Survey, Multiple Choice Items

Rate of Return: 24 returned of 33 sent = 73%

Please check your position:

- |  |         |
|--|---------|
| a. District Superintendent                                   | 2 ( 8%) |
| b. District Director of Secondary (Elementary) Education     | 4 (17%) |
| c. Principal of school housing a Community Education Program | 6 (25%) |
| d. Coordinator of a Community Education Program              | 6 (25%) |
| e. Administrative Cabinet                                    | 6 (25%) |

How do you view the Community Education Program in your school (District, if "a" or "b" in item 1 above)?

- |   |          |
|---|----------|
| a. An integral and essential part of the educational program                          | 11 (46%) |
| b. An asset to the overall program but not essential                                  | 11 (46%) |
| c. An aspect of the educational program that would <u>not</u> be missed if eliminated | - -      |
| d. The overall educational program would be improved with its elimination             | - -      |
| e. Does not apply   | 2 ( 8%)  |

Do you feel that the Community Education Program has a good public relations impact with the community?

- |                      |          |
|----------------------|----------|
| a. Strongly agree    | 16 (67%) |
| b. Agree             | 7 (29%)  |
| c. Not sure          | 1 (4%)   |
| d. Disagree          | - -      |
| e. Strongly disagree | - -      |

Do you think the Community Education Program should be expanded within your school (District)?

- |                   |          |
|-------------------|----------|
| a. Yes            | 22 (92%) |
| b. No             | 1 (4%)   |
| c. Does not apply | 1 (4%)   |

- |  |               |          |
|--|---------------|----------|
| 5. Do you think the Community Education Program should be expanded to <u>other schools</u> ? | a. Yes        | 21 (88%) |
|  | b. No         | 2 (8%)   |
|  | c. Not marked | 1 (4%)   |
- 6-8. See open-ended responses.
- |  |               |          |
|--|---------------|----------|
| 9. Are there requests from other principals in your district for a Community Education Program in their schools? | a. Yes        | 15 (63%) |
|  | b. No         | 1 (4%)   |
|  | c. Not sure   | 5 (21%)  |
|  | d. Not marked | 3 (13%)  |
- |   |               |          |
|---|---------------|----------|
| 10. Do the people in your district understand and know about the Community Education Programs that are in your district and the availability of these services? | a. Yes        | 14 (58%) |
|   | b. No         | 2 (8%)   |
|   | c. Not sure   | 4 (17%)  |
|   | d. Not marked | 4 (17%)  |
11. See open-ended responses.
12. See open-ended responses.

#### School Administrators Survey, Open-Ended Items

6. In your opinion, what is the one best thing about the Community Education Program?

Opportunities for the citizens of the community to supplement their education no matter what age they are or what their past opportunities have been

9

Open school - open community concept; public relations strengthened by bringing adults into the school house; makes for a good working relationship

8

6. (continued)

Involvement of so many persons in the total educational program 2

Wide variety of activities available in the suburban centers 1

Increased use of school facilities - for more hours per day 6

Involvement of parents 1

Extra personnel 1

Note: There were 24 surveys returned - have 28 answers above because several gave several good reasons for a question.

7. In your opinion, what is the greatest weakness about the Community Education Program?

Lack of funds so that programs can be extended after school and at night; for proper personnel to assist with program 12

Lack of total support from the entire Metro communities, lack of public awareness, lack of leadership from Central Office on down 4

Duplication with Adult Education 2

Instability of the program 1

Under 3 different departments - should be under principal of school and local district 1

Participation in some areas is weak 1

(continued)

Involvement of so many persons in the total educational program	2
---	---

Wide variety of activities available in the suburban centers	1
--	---

Increased use of school facilities - for more hours per day	6
---	---

Involvement of parents	1
------------------------	---

Extra personnel	1
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Note: There were 24 surveys returned - have 28 answers above because several gave several good reasons for a question.

In your opinion, what is the greatest weakness about the Community Education Program?

Lack of funds so that programs can be extended after school and at night; for proper personnel to assist with program	12
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Lack of total support from the entire Metro communities, lack of public awareness, lack of leadership from Central Office on down	4
---	---

Duplication with Adult Education	2
----------------------------------	---

Instability of the program	1
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Under 3 different departments - should be under principal of school and local district	1
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Participation in some areas is weak	1
-------------------------------------	---

7. (continued)

Lack of sliding salary scale - administrators salary should increase in line with the number of participants served	1
School system's commitment	1
Lack of interest on part of public	2
Blank	2

Note: There were 24 surveys returned - have 27 answers above because several gave more than one reason to a question.

8. If you could improve the program by making one change, what would it be?

Adequate funding of program for year-around program with better materials; even suggested a semi-annual evaluation of all programs	8
Give priority in funding projects placing inner-city projects first	1
Combine with Adult Education into single department of continuing education with new director	3
Stronger commitment from Board of Education	2
Place under local school level at an administrative level to develop and run better program	1
Relocate some centers	2
Would not change - fine	1
More of them	1
Change salaries in accordance with number of students	1

8. (continued)

Change the existing opinion that it is a glorified Adult Education Program 1

Reorganize to make use of total community support and appoint task force to analyze and make recommendations 1

Blank 2

11. How can we better inform the citizens in your district about the Community Education Program?

Public Relation Programs - consistent advertising often, not just once a year 6

Newspaper and TV media, etc. Often, not just a few spots once or twice a year 8

Endorsement from local PTA groups 3

Frequent open houses where programs are successful; enthusiastic participants are best source 3

Do more work in the social organizations of the community 1

Door to door spreading the word 1

Being part of the complete educational program of Metro schools and promoted by coordinator - principal area office 2

Leadership at the Director of Community Education level 1

Promote it in cooperation with the K-12 program 1

In-service for teachers in regard to community education 1

Blank 2

(continued)

Change the existing opinion that it is a glorified Adult Education Program 1

Reorganize to make use of total community support and appoint task force to analyze and make recommendations 1

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Being part of the complete educational program of Metro schools and promoted by coordinator - principal area office 2

Leadership at the Director of Community Education level 1

Promote it in cooperation with the K-12 program 1

In-service for teachers in regard to community education 1

Blank 2

12. How do you think the Community Education Program should be funded?

Local with state and federal funds as they become available	1
Local funds	4
State	4
Federal	4
Self supporting except for the staff that administers the program	2
330% more than at present or not at all	1
Small tuition from each adult	3
Park commission pay for gym use	1
School board help out in some areas	4
Private fees and donations	1
Through regular educational funding programs	3
Like public television - local, federal foundations, etc.	1



Survey of Community Agencies, Multiple Choice Items

Rate of Return: 26 returned of 79 sent = 33%

- |   |   |    |      |
|---|---|----|------|
| 1. How often did your organization make use of the Community Education facilities?                  | a. More than once a week                            | 8  | (31) |
|   | b. Once a week                                      | 6  | (23) |
|   | c. Once every two weeks                             | 4  | (15) |
|   | d. Once a month                                     | 2  | (8)  |
|   | e. Once every two months                            | 2  | (8)  |
|   | f. Less than once every two months                  | 4  | (15) |
| 2. How do you view the Community Education Program in relation to your organization?                | a. Essential to my organization's function          | 15 | (58) |
|   | b. An asset but not essential                       | 10 | (38) |
|   | c. Would <u>not</u> be missed if program eliminated | 1  | (4)  |
| 3. Do you think the Community Education Program should be expanded within the school you have used? | a. Yes  | 21 | (81) |
|   | b. No   | 5  | (19) |
| 4. Do you think the Community Education Program should be expanded to other schools?                | a. Yes  | 24 | (92) |
|   | b. No   | 1  | (4)  |
|   | c. Uncertain  | 1  | (4)  |
- 5-9. See open-ended responses.

Survey of Community Agencies, Open-ended Items

5. In your opinion, what is the one best thing about the Community Education Program?

Answer did not apply

1

### Survey of Community Agencies, Multiple Choice Items

Rate of Return: 26 returned of 79 sent = 33%

How often did your organization make use of the Community Education facilities?	a. More than once a week	8 (31%)
	b. Once a week	6 (23%)
	c. Once every two weeks	4 (15%)
	d. Once a month	2 ( 8%)
	e. Once every two months	2 ( 8%)
	f. Less than once every two months	4 (15%)

How do you view the Community Education Program in relation to your organization?	a. Essential to my organization's function	15 (58%)
	b. An asset but not essential	10 (38%)
	c. Would <u>not</u> be missed if program eliminated	1 ( 4%)

Do you think the Community Education Program should be expanded within the school you have used?	a. Yes	21 (81%)
	b. No	5 (19%)

Do you think the Community Education Program should be expanded to other schools?	a. Yes	24 (92%)
	b. No	1 ( 4%)
	c. Uncertain	1 ( 4%)

See open-ended responses.

### Survey of Community Agencies, Open-ended Items

In your opinion, what is the one best thing about the Community Education Program?

Answer did not apply

1

5. (continued)

Dedication and commitment of the Community School Directors excellent	1
Low or no fee required for meeting place	1
Involves people in local community bringing school and community closer; utilizes schools for more than school functions, for example, gives churches a place for athletic program; makes program convenient to participants since close to their homes	8
Academic education - extra curricular activities - Takes school to people; offers interest to adults outside of home; advance ability of people; gives kids a facility after school under supervision; keeps kids off streets	12
Blank	3

6. If you could improve the program by making one change, what would it be?

Answer did not apply	1
More school should be involved in this type of program	4
Increase public awareness of program - more individual contact	4
Could not improve	1
Expand service - include summer months	2
Include more academic programs for adults, as English - public speaking	2

## 6. (continued)

More supervisors and better supervision, better organization	3
Better instructional materials	1
Better baby-sitting facilities	1
Provide more funds so that additional athletic facilities and equipment might be made available for community use	1
Blank	6

## 7. In your opinion, what is the greatest weakness about the Community Education Program?

Not enough communities receiving the benefits of such a program	2
Lack of exposure within community - need more publicity - individual contact	6
Leadership - more workers - more supervision	8
Inadequate funds - could provide broader curriculum - higher quality program	3
Lack of organization - church paid \$50 to use Highland Heights' gym once a week - real hassle because of the people "hanging around" and interfering	1
Blank	6

## 8. Do you think the Community Education Program meets a community need?

Yes - definitely	23
Blank	3

(continued)

More supervisors and better supervision, better organization 3

Better instructional materials 1

Better baby-sitting facilities 1

Provide more funds so that additional athletic facilities and equipment might be made available for community use 1

Blank 6

In your opinion, what is the greatest weakness about the Community Education Program?

Not enough communities receiving the benefits of such a program 2

Lack of exposure within community - need more publicity - individual contact 6

Leadership - more workers - more supervision 8

Inadequate funds - could provide broader curriculum - higher quality program 3

Lack of organization - church paid \$50 to use Highland Heights' gym once a week - real hassle because of the people "hanging around" and interfering 1

Blank 6

Do you think the Community Education Program meets a community need?

Yes - definitely 23

Blank 3

9. What services can your agency offer to the community via our Community Education Centers?

Could give college credit classes: associate degree program	1
Recreation to the youth of the community	2
Basketball team will play in any tournament to help promote service of the Community Education program	1
Provide large easily accessible meeting place in the school building	1
Basic adult education leading to a GED	1
Provide coaches for various sports and programs	1
Students to help with program - help people in community	1
Could teach care and understanding of the elderly	1
Provide boating safety education	1
Seminar on the sport and technology of catching rockfish	1
Donate quite a lot of money to the Athletic Department	1
None	1
Improve and further the educational advancement of people in the community	1
Stands ready to serve the community in any way. Can provide discharge upgrading, counseling, help with educational programs and answer questions which pertain to veterans.	1

9. (continued)

Churches - restricted in some ways but all expressed a willingness to do anything they could to improve the program - ask them and they will try to help - one suggested a donation from the church to help in some way. Will help them with sports or get them involved in church activities - help to make a better community

Answer did not fit the question

( Blank

(continued)

Churches - restricted in some ways but all expressed a willingness to do anything they could to improve the program - ask them and they will try to help - one suggested a donation from the church to help in some way. Will help them with sports or get them involved in church activities - help to make a better community 5

Answer did not fit the question 1

( Blank 5



## Summary of Results

### Participant Survey

1. The largest percentage (26%) of responding participants were in the age range 20-29. Another 24% fell in the age range 40-49, and 21% were between the ages 30 and 39.
2. A large majority (63%) of the responding participants were female.
3. More than 80% of the respondents were white.
4. Nearly half (49%) of the responding participants had attended Community Education classes at McGavock High School. One out of five responses came from the participants at McMurray Junior High School. Another 15% of the returned surveys came from East High School participants. The remaining four Community Education Centers comprised the remaining 15% of the returned surveys from participants.
5. The following Community Education Centers had a response rate larger than their proportion of surveys mailed to participants: McGavock (49% of all returned surveys vs. 36% of all mailed surveys), McMurray (20% of all returned surveys vs. 19% of all mailed surveys), Warner (7% of all returned surveys vs. 6% of all mailed surveys). The remaining four Centers had rates of response smaller than their proportion of surveys mailed out: East (15% of those returned vs. 17% of those mailed), Highland Heights (2% of those returned vs. 8% of those mailed), North (3% of those returned vs. 8% of those mailed), Pearl (4% of those returned vs. 6% of those mailed).
6. The responding participants described their activities as falling into three major categories: vocational (29%), academic (27%), recreational (27%). The remaining 17% categorized their activities as cultural in nature.

31

7. Nearly one-third of the participants first heard of the Community Education Program through "friends." The newspaper ranked second in accounting for the first contact with the constituents, being marked by another 23%. Contacts with school officials accounted for 18%, and information from children in school for 12%.
8. More than four-fifths of the participants planned to take part in Community Education activities in the future.
9. Referring to item 7, of the 17 respondents who did not plan to take part in future Community Education activities, no respondent was critical of the program (see "open-ended responses" for item 7). Several respondents were leaving the city and/or returning to college; others could not find the time to participate.
10. Some of the strongest points relating to Community Education dealt with interpersonal relationships, according to the participants: the relationships were strengthened with teachers, other persons in the community, other members of the individual's family.
11. According to the participants, the weakest points of Community Education dealt with impersonal aspects such as lack of publicity, funding, variety of classes, etc.

7. Nearly one-third of the participants first heard of the Community Education Program through "friends." The newspaper ranked second in accounting for the first contact with the constituents, being marked by another 23%. Contact with school officials accounted for 18%, and information from children in school for 12%.
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9. Referring to item 7, of the 17 respondents who did not plan to take part in future Community Education activities, no respondent was critical of the program (see "open-ended responses" for item 7). Several respondents were leaving the city and/or returning to college; others could not find the time to participate.
10. Some of the strongest points relating to Community Education dealt with interpersonal relationships, according to the participants: the relationships were strengthened with teachers, other persons in the community, other members of the individual's family.
11. According to the participants, the weakest points of Community Education dealt with impersonal aspects such as lack of publicity, funding, variety of classes, etc.

## Administrators Survey

1. Except for two administrators marking "does not apply" all the responding administrators viewed the Community Education Program in a positive manner (item 2). Half of the administrators responding said the Community Education Program was "an integral and essential part of the educational program," while the other half marked "an asset to the overall educational program but not essential."
2. The public relations impact of the Community Education Program was noted by the administrators. Two-thirds of the administrators "strongly agreed" that the program had a good public relations impact. Another 29% of the responding administrators "agreed."
3. Approximately 90% of the respondents thought the Community Education Program should be expanded in current schools and/or other schools in the system.
4. Fifteen of the administrators were in positions where they had received requests from other principals for a Community Education program in their schools.
5. Fifty-eight percent of the administrators responding said they felt the people in their district understand know about the Community Education Programs in the district and the availability of these services.
6. According to the school administrators the strong points about the Community Education Program are: opportunities for citizens to supplement their education, open school concept, increased use of facilities, improved community relations.
7. The greatest weaknesses of the program are: lack of funds to properly implement and expand the program, lack of support by community at large.
8. The school administrators felt that the program could be improved by increasing the funding, combining Adult Education and Community Education into a Department of Continuing Education.

33

9. There was great diversity of opinion among the administrators about source of funding: some felt the sole support should be from local funds while others would seek state and federal monies. Some felt that a small tuition charge should be levied for all activities.

### Survey of Community Agencies

1. Based on the surveys returned: about one-third of the participating community agencies used Community Education facilities more than once a week. About one-fourth of the agencies used the facilities once a week. Another 15% used the facilities once every two weeks.
2. Nearly sixty percent of the agencies responding stated that the Community Education program was "essential" to the function of their organization. Another 38% felt the Community Education Program was "an asset but not essential."
3. More than four-fifths of the respondents felt that the Community Education Program should be expanded within their contact school.
4. Ninety-two percent of the respondents felt that the Community Education Program should be expanded to other schools.
5. The agency officials felt that some of the best things about the Program are: better school-community relations, offers academic education opportunities, recreation opportunities for all ages, facilities available at school that cannot be obtained elsewhere such as gymnasium.
6. The respondents felt the program could be improved by expanding the activities to other schools, providing better supervision, increasing public information about the program.
7. Activities offered in the Community Schools through the various community agencies included: junior college credit courses, basketball league program, basic adult education, safety education programs, various recreational activities.

There was great diversity of opinion among the administrators about sources of funding: some felt the sole support should be from local funds while others would seek state and federal monies. Some felt that a small tuition charge should be levied for all activities.

### Use of Community Agencies

Based on the surveys returned: about one-third of the participating community agencies used Community Education facilities more than once a week. About one-fourth of the agencies used the facilities once a week. Another 15% used the facilities once every two weeks.

Nearly sixty percent of the agencies responding stated that the Community Education program was "essential" to the function of their organization. Another 38% felt the Community Education Program was "an asset but not essential."

More than four-fifths of the respondents felt that the Community Education Program should be expanded within their contact school.

Ninety-two percent of the respondents felt that the Community Education Program should be expanded to other schools.

The agency officials felt that some of the best things about the Program are: better school-community relations, offers academic education opportunities, recreation opportunities for all ages, facilities available at school that cannot be obtained elsewhere such as gymnasium.

The respondents felt the program could be improved by expanding the activities to other schools, providing better supervision, increasing public information about the program.

Activities offered in the Community Schools through the various community agencies included: junior college credit courses, basketball league program, basic adult education, safety education programs, various recreational activities.

## Conclusions and Implications

The nature of the survey technique used in this study presents several problems in the interpretation of the data. A mailed questionnaire had to be used for the Participant Survey since the classes were in their final week when the request for evaluation was made. Although the return postage was pre-paid by the school system, the rate of return for the Participant Survey was less than desired (32%). It is debatable whether the results would have been significantly different if a survey had been administered during class time, insuring a much larger response rate. The main question arising from the relatively low response rate is: Is the sample of 32% biased toward the students who were happy with the program (and thus wanted to report their pleasure) or is the sample biased toward those students who were displeased (and made the extra effort of returning the survey to voice their displeasure)?

Through checking registration forms at the seven Community Schools it was determined that the age percentages (item 1), sex percentages (item 2), and racial percentages (item 3), as reported by the sample, were approximately equal to the percentages for the total population of participants. Extrapolating to the other questionnaire items, it seems reasonable to expect that the 32% sample is, in fact, representative of the entire participant population.

The types of activities favored by the participants were vocational, recreational, and academic programs, represented by 29%, 27%, and 27% of the participants, respectively. The activities categorized as cultural in nature were participated in by 17% of the respondents.

It might be said regarding Community Education, as in a business enterprise that the best advertisement is a satisfied customer. Nearly one-third of the responding participants first heard of the Community Education Program through a friend, perhaps often a satisfied "customer" himself. Newspaper ads also proved to be an effective method of promoting the programs, since nearly one-fourth of the participants first heard of the programs from the newspaper. Information from the schools themselves, often school newsletters, accounted for another 18% of the first contacts.

More than 80% of the respondents planned to participate in future Community Education Programs, indicating that these participants were satisfied with the outcomes of their classes.

The school administrators who responded to their survey were all positive in their assessment of the Community Education Program. Half of those responding said the program was "an integral and essential part of the educational program," while the other half marked "an asset to the overall



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The school administrators who responded to their survey were all positive in their assessment of the Community Education Program. Half of those responding said the program was "an integral and essential part of the educational program," while the other half marked "an asset to the overall

educational program but not essential." No administrator marked a negative response.

The positive public relations impact of the program was noted by the administrators, and approximately 90% of the responding administrators thought the Community Education Program should be expanded in current schools and/or other schools in the system.

The administrators felt the Community Education Program was strongest in increasing the use of school facilities, increasing the opportunities for citizens to supplement their education, and improving school-community relations. The greatest weaknesses were the lack of funds to properly implement and expand the program and the lack of support by certain communities. It can be noted that the "lack of funds" is beyond the control of the Community Schools personnel. However, the lack of support in the communities might be partially alleviated by increased diligence by the local Community Schools personnel to see that the community at large is kept fully informed about school activities. Again, the best advertisement is a satisfied student who "spreads the word" throughout the community about the program at the school.

The Community Education Centers provide a valuable service to the non-profit agencies in the communities by allowing them to use the school facilities for meetings. In turn, the agencies provide needed community services on the

school site. Whether the activities be a church basketball league or free Cross life saving classes, the activities serve the community at no cost to the school system.

Nearly sixty percent of the agencies responding stated that the Community Education Program was essential to the function of their organization. The agency administrators felt the Community Education Program could be improved by increasing the supervision at the Centers (another funding problem perhaps) and by increasing the amount of information to the public regarding the program.

Overall, the surveyed populations were positive in their attitudes about the Community Education Program. Generally, they felt that the program should be expanded with increased funding for more Centers and better supervision. More publicity in the communities was a continuing suggestion for improvement. In general, the program is well accepted by persons in direct contact with it, but the persons surveyed felt the program should be expanded and better publicized to touch more people in the respective communities.

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# APPENDIX A

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## APPENDIX A

### I. ATTENDANCE AT THE COMMUNITY EDUCATION CENTERS, 1975-76

	<u>Average Weekly Attendance to Instructional Classes</u>	<u>Average Weekly Attendance to All Activities</u>
East	372	928
Highland Heights	240	539
McGavock	2415	5204
McMurray	288	422
North	102	404
Pearl	106	208
Warner	343	800

### II. TYPES OF ACTIVITIES AT THE COMMUNITY EDUCATION CENTERS, 1975-76

	<u>Educational Classes</u>	<u>Enrichment Classes</u>	<u>Recreational Activities</u>
East	12	9	15
Highland Heights	3	9	18
McGavock	90	62	30
McMurray	6	17	6
North	2	4	5
Pearl	1	2	3
Warner	5	10	11

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### III. A SAMPLING OF ACTIVITIES OFFERED AT THE COMMUNITY EDUCATION CENTERS

Air Conditioning & Refrigeration	Ballroom Dancing
Amateur Radio I	Basic Home Repair
Amateur Radio II & III	Basic Adult Education
Art (Basic Drawing & Beginning Painting)	Baton
Art (Advanced Painting)	Blue Print Reading
Arts & Crafts For Children	Boat Safety
Astrology I	Bookkeeping I
Astrology II	Bookkeeping II
Astronomy	Brick Masonry
Auto Mechanics	Bridge
Auto Mechanics (Volkswagens only)	Cake Decorating I
Auto Paint & Body Repair	Cake Decorating II
Aviation I (Private Pilot Ground School)	Ceramics
Aviation II (Instrument Pilot Ground School)	Christmas Decorations
Ballet I	Creative Stitchery
Ballet II	Creative Stitchery (A
Banjo	Creative Writing



A SAMPLING OF ACTIVITIES OFFERED AT THE COMMUNITY EDUCATION CENTERS, 1975-76

Air Conditioning & Refrigeration

Ballroom Dancing

Amateur Radio I

Basic Home Repair

Amateur Radio II & III

Basic Adult Education

Art (Basic Drawing & Beginning Painting)

Baton

Art (Advanced Painting)

Blue Print Reading

Arts & Crafts For Children

Boat Safety

Astrology I

Bookkeeping I

Astrology II

Bookkeeping II

Astronomy

Brick Masonry

Auto Mechanics

Bridge

Auto Mechanics (Volkswagens only)

Cake Decorating I

Auto Paint & Body Repair

Cake Decorating II

Aviation I (Private Pilot Ground School)

Ceramics

Aviation II (Instrument Pilot Ground School)

Christmas Decorations

Ballet I

Creative Stitchery

Ballet II

Creative Stitchery (Advanced)

Banjo

Creative Writing

Computer	Gymnastics
Decoupage	Income Tax
Dog Training & Obedience	Interior Decoration
Driver Education	Introductory Sculpture
Electronics (Basic)	Journalism
English I (Basic Grammar)	Key punch
English II	Knitting & Crocheting
First Aid	Ladies Slimnastics
Fishing Rod Making	Leathercraft
Flower Arranging	Legal Secretarial Practice
French	Macramé
Furniture Refinishing	Machine Shop
Gardening (Landscape)	Motorcycle Repair
G.E.D. Preparation	Office Machines
General Math	Outboard Motor Repair
Group Golf	Parliamentary Procedure
Guitar I	Photography I
Guitar II	Photography II
Graphoanalysis	Piano I

Piano II	Sheet Metal
Pottery I	Small Engine Repair
Pottery II	Song Writing
Preparation For Civil Service Exam	Spanish I
Public Speaking	Spanish II
Quilting	Speed Reading (Speed & C
Radio & TV Repair	Speed Writing
Reading Skill Development	Tailoring
Real Estate (Fundamentals of Basic Real Estate)	Tennis
Real Estate Finance	Typing I
Real Estate Law	Typing II
Recreation For Children	Upholstering
Residential Wiring	Upholstering for Automob
Sewing (Basic)	Woodworking I
Sewing (Advanced)	Woodworking II
Shorthand I	Yoga
Shorthand II	

Piano II	Sheet Metal
Pottery I	Small Engine Repair
Pottery II	Song Writing
Preparation For Civil Service Exam	Spanish I
Public Speaking	Spanish II
Quilting	Speed Reading (Speed & Comprehension)
Radio & TV Repair	Speed Writing
Reading Skill Development	Tailoring
Real Estate (Fundamentals of Basic Real Estate)	Tennis
Real Estate Finance	Typing I
Real Estate Law	Typing II
Recreation For Children	Upholstering
Residential Wiring	Upholstering for Automobiles & Boats
Sewing (Basic)	Woodworking I
Sewing (Advanced)	Woodworking II
Shorthand I	Yoga
Shorthand II	



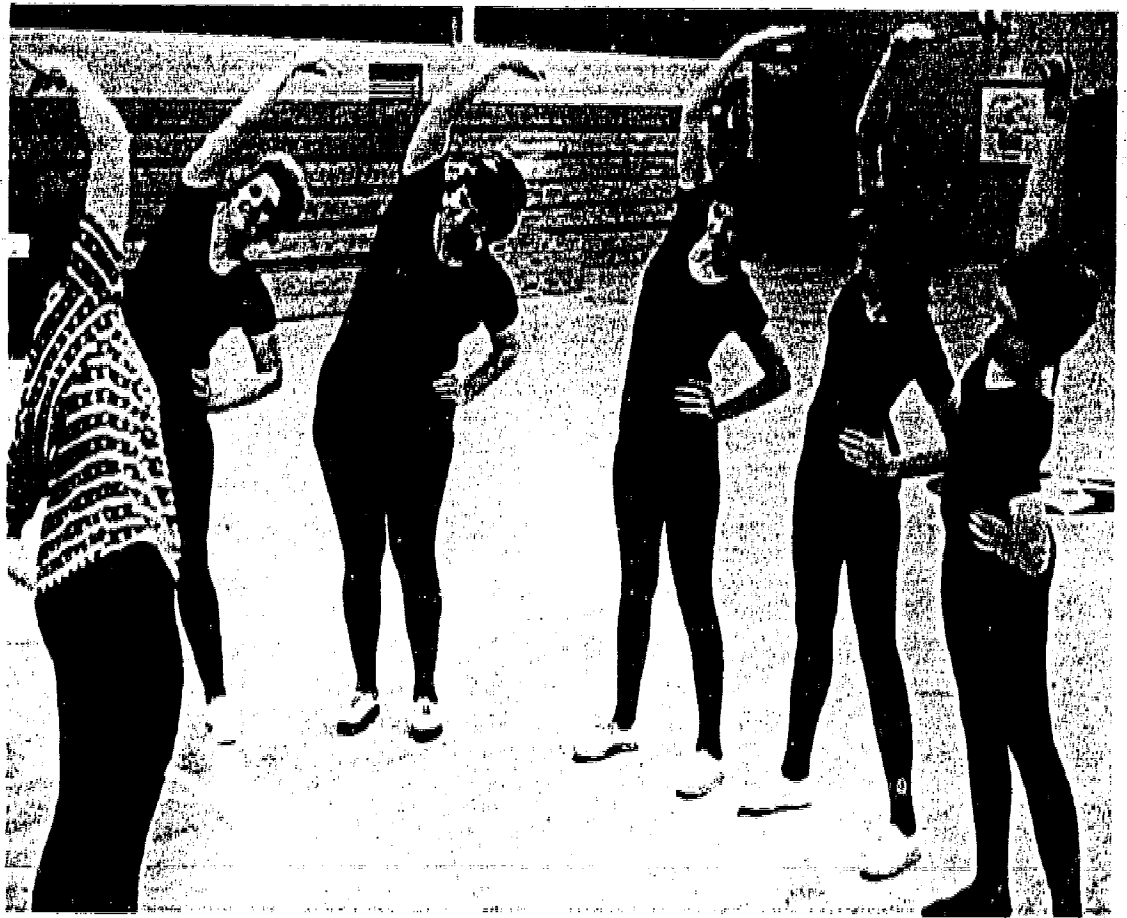
# **A P P E N D I X B**

Ladies' Slimnastics



Guitar Lessons

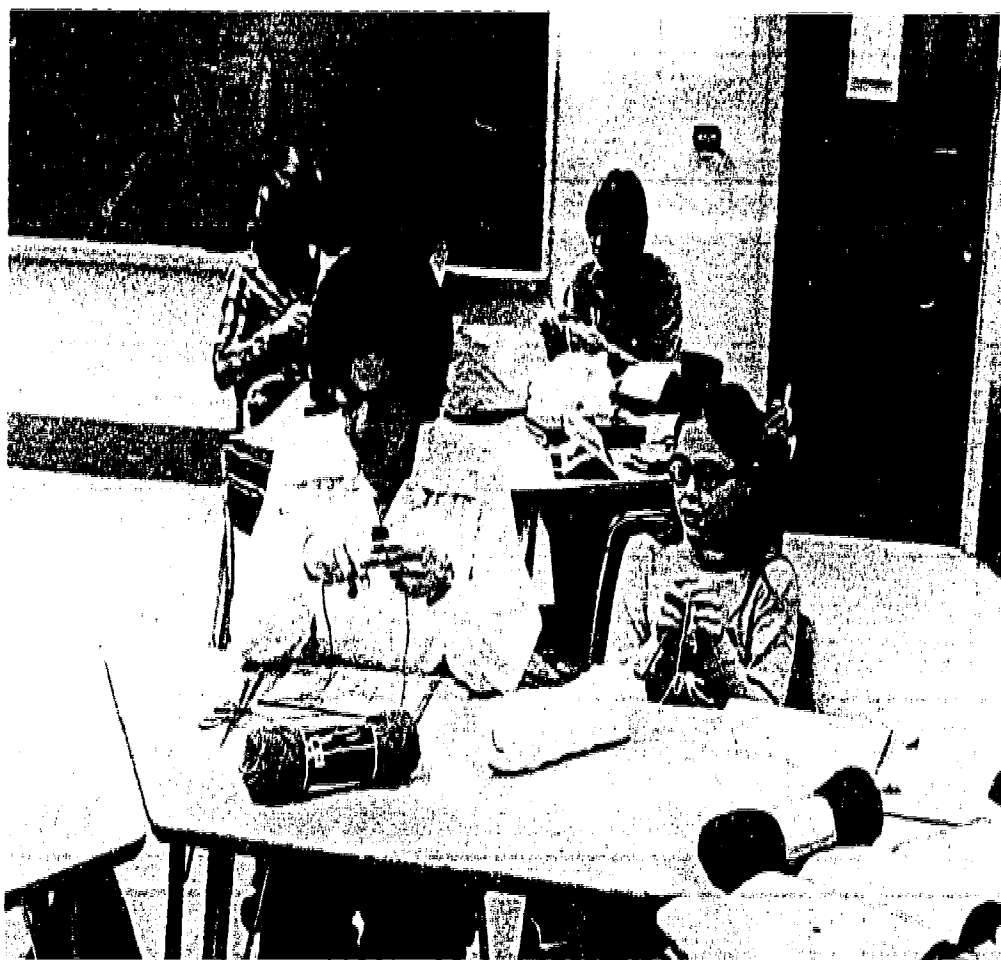
## ies' Slimnastics



Guitar Lessons



Community Forum

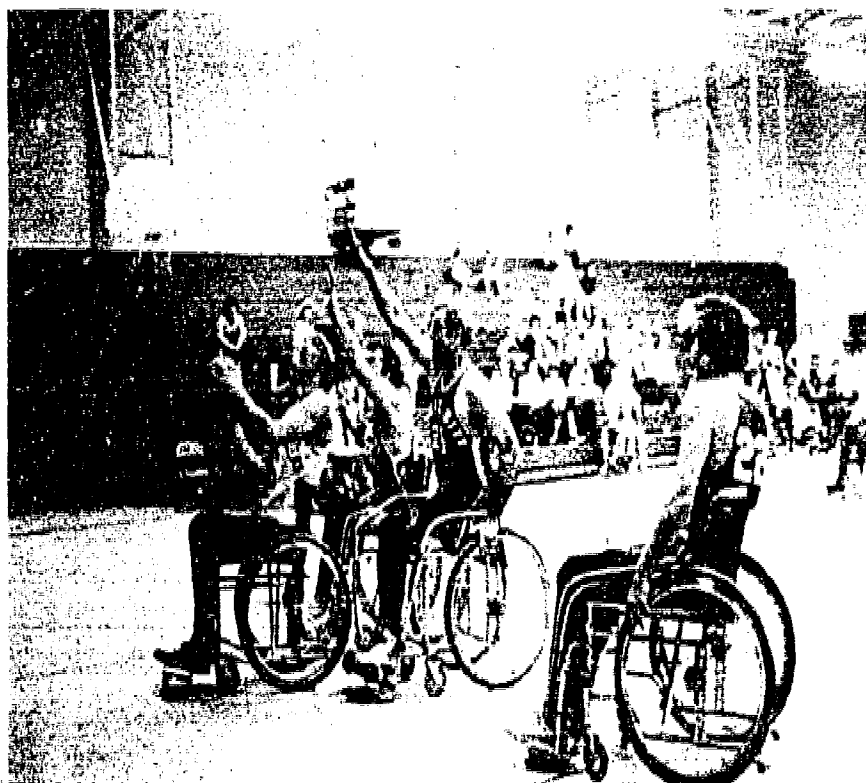


Creative Stitchery

## Community Forum



## Creative Stitchery

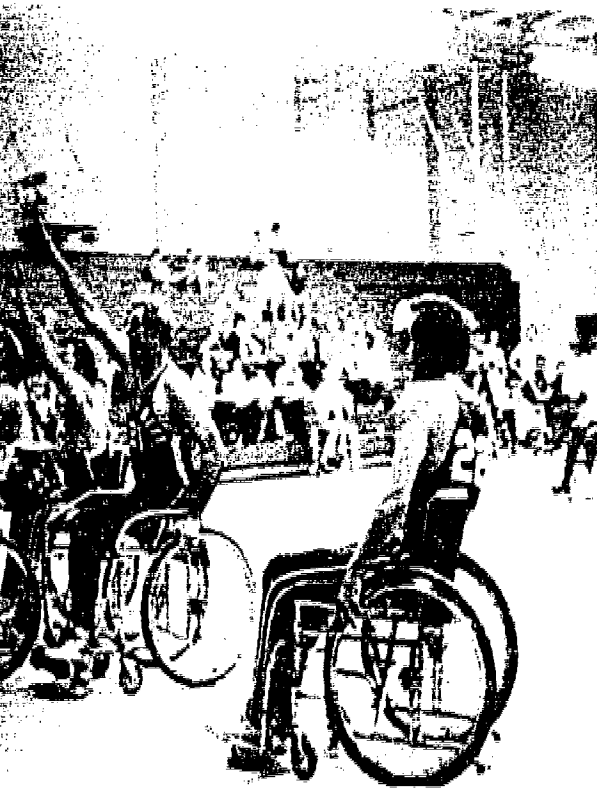


Wheel Chair Basketball



Upholstery

Wheel Chair Basketball



Upholstery

## Remedial Reading



A Distinguished Visi



## Remedial Reading



A Distinguished Visitor

Art



Drama

Art



Drama



## Masonry



## Auto Mechanics

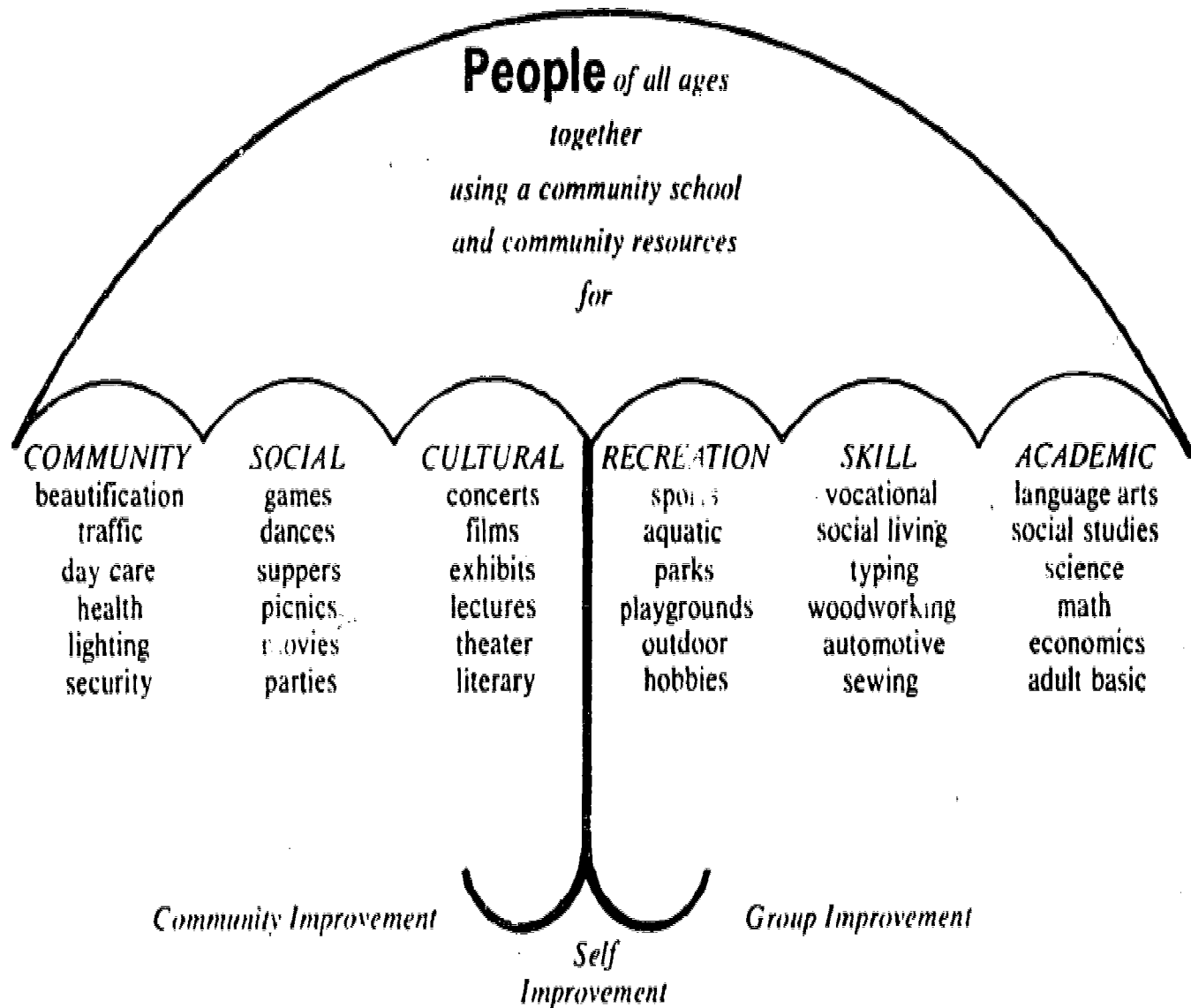


Masonry



Auto Mechanics

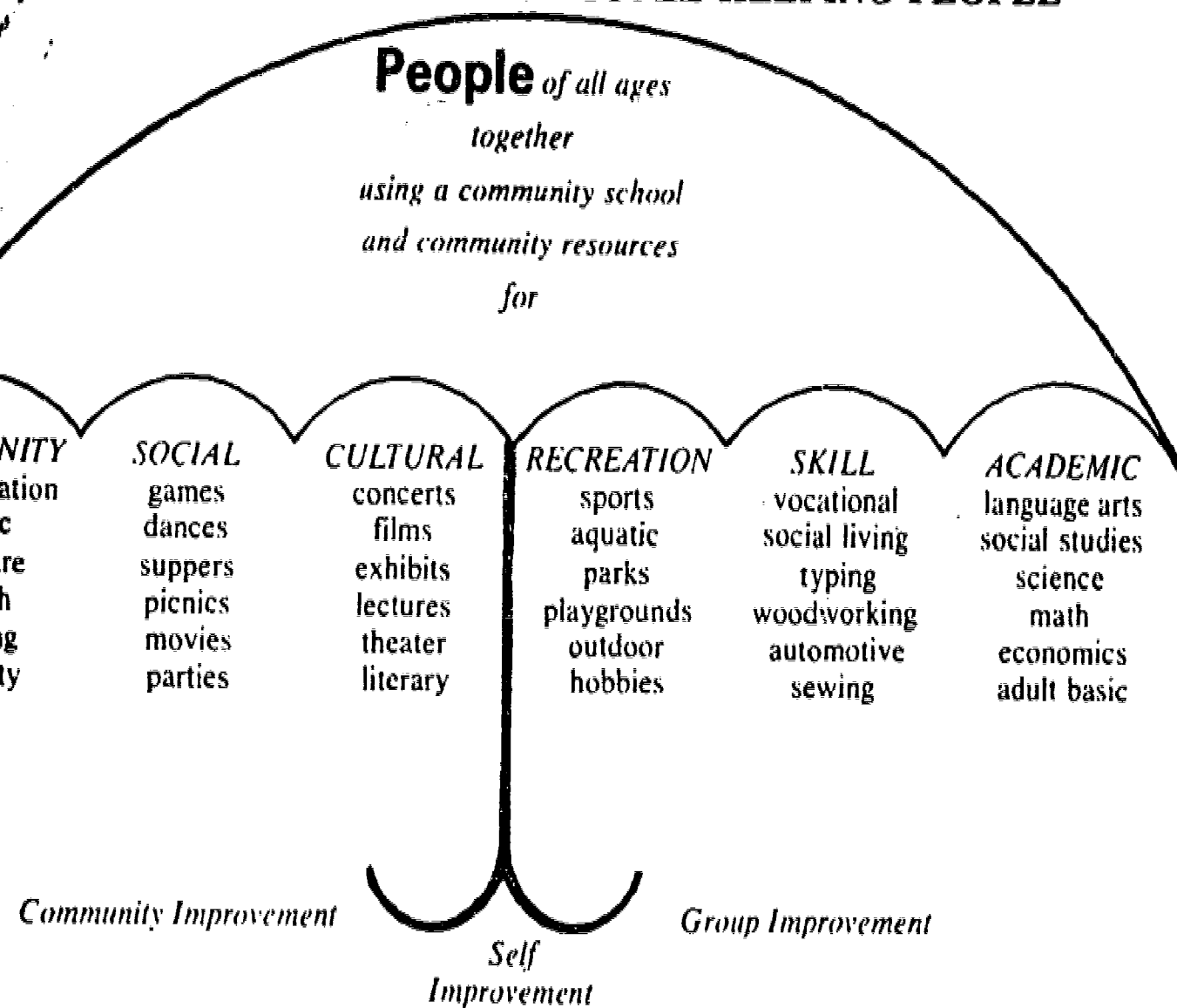
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From: People Helping People, An Overview of Community Education, by Larry E. Deck

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